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Thirteenth meeting

Geneva, 3 and 4 May 2018

Item 6 of the provisional agenda

Preparations for the next (2017–2019) mandatory reporting cycle under the Strategy

Format for reporting on the implementation of the UNECE Strategy for Education for Sustainable Development (2017–2019)

Summary


By its terms of reference, the United Nations Economic Commission for Europe (ECE) Steering Committee for Education for Sustainable Development is charged with monitoring progress in the implementation of the UNECE Strategy for Education for Sustainable Development (ECE/CEP/BATUMI.CONF/2016/11, annex II, para. 4 (d)).

On 1 November 2018, States participating in the Strategy are due to submit their national implementation reports. Reports are expected to reflect the progress made in the implementation of the Strategy at the national or State level during the next implementation phase (2017–2019). The present document sets out the format for reporting (annex I). The set of indicators, on which the reporting format is based, was developed by the ECE Expert Group on Indicators for Education for Sustainable Development. The reporting format has been updated by the secretariat in consultation with the Bureau to meet the reporting needs of the current phase.

Based on national reports submitted, the secretariat will prepare a synthesis report in 2019, highlighting progress made, identifying challenges and drawing up recommendations. The synthesis report is vital for monitoring the progress made since the previous implementation phases and setting future priorities for implementing the Strategy and is expected to be presented at the fourteenth meeting of the Steering Committee in 2019.

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Introduction

1. The present document presents a format for reporting on implementation of the UNECE Strategy for Education for Sustainable Development for the next implementation phase (2017–2019). It was developed based on the procedure for the review of implementation of the Strategy contained in the draft workplan for 2017–2019 (ECE/CEP/AC.13/2018/3). The reporting format also takes into account the two previous reporting exercises in 2010 and 2014, the related reporting templates (ECE/CEP/AC.13/2009/10 and ECE/CEP/AC.13/2014/5, respectively) and the feedback from countries following those exercises on the workability and feasibility of the indicators and the requested information for reporting.

2. In addition, the workplan for implementation of the current phase of the Strategy sets out the timeline for the reporting exercise in 2018 (*ibid.*, para. 46).

3. The set of indicators was developed by the ECE Expert Group on Indicators for Education for Sustainable Development set up by the High-level Meeting of Environment and Education Ministries (Vilnius, 17–18 March 2005). Three complementary progress reports provide information on the development of the indicators (see CEP/AC.13/2005/9, ECE/CEP/AC.13/2006/5 and ECE/CEP/AC.13/2008/4).

4. In 2014, to reflect the requirements the third phase (2011–2015) of the Strategy's initial implementation period (2005–2015), in consultation with the Expert Group on Indicators the secretariat introduced the following changes to the reporting template developed by the Group:

(a) The reporting template was updated to use the revised International Standard Classification of Education (ISCED), as adopted by United Nations Educational, Scientific and Cultural Organization (UNESCO) member States in 2011;

(b) To gather important analytical information for the implementation of education for sustainable development (ESD) after the third phase of implementation came to an end, countries were given the possibility to add concluding remarks, i.e., on the main successes, challenges and implications for future implementation for each of the Strategy's objectives;

(c) Where appropriate, references to educator competences in ESD as developed by the ECE Expert Group on Competences were added (indicator 3.1);

(d) Where appropriate, references to the priority action areas as adopted by the Steering Committee at its seventh meeting (Geneva, 1–2 March 2012) (ECE/CEP/AC.13/2012/2, para. 48) were included (indicator 2.3);

(e) Descriptive remarks on indicators that referred only to phases I and II of the first implementation period were revised to reflect the requirements of phase III, i.e., focusing on an analysis of implementation and implementation outcomes;

(f) Issue 9 of the 2010 reporting template ("Describe any assistance needed to improve implementation") was revised to read "Future implementation of education for sustainable development", focusing on priorities for the future ESD implementation framework.

5. In 2018, to reflect the requirements and priorities of the 2017–2019 implementation phase, outlined in the framework for the future implementation of the Strategy (ECE/BATUMI.CONF/2016/11), in consultation with the Bureau, the secretariat has introduced the following changes to the 2014 reporting template developed by the Expert Group:

(a) The tables with ISCED levels provided in the “yes/no” part of indicators 1.2.2, 2.2.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1 and 4.2.2 have been updated to reflect the growing interest in technical and vocational education and training by adding the relevant ISCED programme orientation category for vocational education, as follows: 25. Lower secondary vocational education; 35. Upper secondary vocational education; 45. Post-secondary non-tertiary vocational education; 55. Short-cycle tertiary vocational education. Similarly, the tables containing a breakdown by ISCED levels provided in appendixes I (a), (b) and (c) and appendix III have been also updated with the inclusion of these additional levels 25, 35, 45 and 55 for vocational education. Countries are invited to assess these levels if they have relevant information and data. Additional change was proposed during the thirteenth meeting of the Steering Committee (3-4 May 2018): where appropriate, the tables with ISCED levels have been updated by adding one option for the answer “9. No information available”;

(b) The title of indicator 1.3 “National policies support synergies between processes related to sustainable development (SD) and ESD” has been revised to read “National policies support synergies between processes related to the Sustainable Development Goals (SDGs), sustainable development (SD) and ESD”;

(c) A new sub-indicator 1.3.1 “Does your country have a stand-alone ‘sustainable development’, ‘global understanding’, ‘international understanding’ policy, plan or law in place, in each case using ‘sustainable development’ language?” has been added;

(d) Former sub-indicator 1.3.1 “Is ESD part of SD policy(ies) if these exist in your country?” has been renamed as sub-indicator 1.3.2;

(e) A new sub-indicator 2.4.2 “Which of the following dimensions of learning is your country planning to reinforce in student assessment or examinations in the next five years, in relation to ESD?” has been added, which includes the following options for an answer: (a) Knowledge; (b) Skills and competencies; (c) Values and attitudes; (d) Behaviours; (e) None; and (f) No information available;

(f) Issue 9 of the 2014 reporting template (“Future implementation of education for sustainable development”) has been revised to read “Describe any assistance needed in implementing the Strategy in your countries”, as the political mandate for the future implementation of the Strategy has since been agreed at the High-level Meeting of Education and Environment Ministries in 2016;

(g) Appendix I (a) has been revised and several new themes have been added to the listing of proposed themes, as follows: “Sustainable lifestyles”; “Gender equality”; “Oceans and sea”; “Renewable energy”; “Sustainable cities and communities”; and “Culture’s contribution to sustainable development”. Also, several themes have been revised as follows: “Ethics and philosophy” has been revised to read “Environmental ethics and philosophy”; “Citizenship, democracy and governance” has been revised to read “Global citizenship, democracy and governance”; “Environmental protection (waste management, etc.)” has been revised to read “Environmental protection (waste management, environmental monitoring, risk assessment, etc.)”; “Climate change” has been revised to read “Climate change and desertification”; and “Economics” has been revised to read “Economic growth and good jobs”.

6. The main elements of the reporting procedure are as follows:

(a) ECE member States should prepare reports through a transparent consultative process involving all relevant stakeholders at the national or State level;

(b) Although the “yes/no” part of sub-indicators was required to be reported on in the initial phase I (2007) and the “descriptive” part in phase II (by 2010) and phase III

(by 2015), countries are encouraged to report on the full set of indicators at the end of each phase, to the extent possible, in line with a country's progress in implementing the Strategy for ESD;

(c) Thirty-eight member States reported on a voluntary basis by preparing reports for the Environment for Europe Ministerial Conference in Batumi in 2016. Thirty-six member States submitted national implementation reports for the Environment for Europe Ministerial Conference in Belgrade in 2007, and 36 member States responded to the first formal call for reporting in 2010. Countries are requested to prepare an updated version of their most recent report for 2018;

(d) Reports should be submitted to the secretariat electronically in Word format. The text should be in English. Member States are also encouraged to provide the text in the two other official languages of ECE, French and Russian. Reports will be made available in the languages in which they are received. No editing will be provided;

(e) The deadline for submission of reports to the secretariat, taking into account United Nations document management procedures, is 1 November 2018;

(f) The ECE secretariat will post the reports on its website;

(g) The ECE secretariat will prepare a synthesis report for 2019, highlighting achievements, identifying challenges and drawing conclusions regarding future ESD implementation. It is expected that the reporting results will be presented at the fourteenth meeting of the Steering Committee in 2019;

(h) Key stakeholders are encouraged to provide the secretariat with their reports on programmes or activities that support the implementation of the Strategy.

7. The key documents for the preparation of the 2018 national implementation reports include the following:

(a) The UNECE Strategy for Education for Sustainable Development (CEP/AC.13/2005/3/Rev.1);

(b) The format for reporting presented in annex I to the present document;

(c) The guidance for reporting on the implementation of the UNECE Strategy for Education for Sustainable Development (ECE/CEP/AC.13/2009/5);

(d) The first progress report on the implementation of the Strategy (2005–2007), “Learning from each other: achievements, challenges and the way forward” (ECE/BELGRADE.CONF/2007/INF/3-ECE/CEP/AC.13/2007/2 and Add.1 and Corr.1);

(e) The second evaluation report on the implementation of the Strategy (2008–2010), “Learning from each other: achievements, challenges and ways forward” (ECE/CEP/AC.13/2012/3);

(f) The third evaluation report on the implementation of the Strategy (2011–2015), “Learning from each other: achievements, challenges and ways forward” (ECE/CEP/AC.13/2016/3);

(g) The publication: *Ten Years of the UNECE Strategy for Education for Development — Evaluation Report on the Implementation of the UNECE Strategy for Education for Sustainable Development from 2005 to 2015* (ECE/CEP/179).

8. A proposed timeline for reporting is provided in annex II to the present document.

Annex I

Format for reporting on implementation of the UNECE Strategy for Education for Sustainable Development

Implementation phase: 2017–2019

The following report is submitted on behalf of the Government of the Republic of Croatia in accordance with the decision of the ECE Steering Committee on Education for Sustainable Development.

Name of officer (national focal point) responsible for submitting the report: Marina Prelec

Signature:

Date: 31 October 2018

Full name of the institution: Ministry of Environment and Energy

Postal address: Radnička cesta 80, 10 000 Zagreb

Telephone: 00385 1 3717 174

Email: marina.prelec@mzoe.hr

Website: www.mzoe.hr

Contact officer for national report (if different from above):

A. Provide brief information (not more than half a page) on the process by which this report has been prepared, including information on which types of public authorities were consulted or contributed to its preparation, how the stakeholders were consulted and how the outcome of this consultation was taken into account and on the material used as a basis for the report.

Governmental institutions (please specify): Ministry of Environment and Energy, Ministry of Science and Education, Ministry of Tourism, Ministry of Economy, Entrepreneurship and Crafts, Ministry of Agriculture, Education and Teacher Training Agency, Agency for Vocational Education and Training and Adult Education, Environmental Protection and Energy Efficiency Fund, National Foundation for Civil Society Development.

NGOs (please specify): Zelena akcija – Network of Environmental NGOs, ODRAZ - Sustainable community development, Association of Croatian Travel Agencies, Association of Cities, Association of Communities, Croatian County Association.

Academia (please specify): VERN University of Applied Sciences, University of Zagreb.

Business (please specify): Croatian Chamber of Economy, Croatian Business Council for Sustainable Development, Croatian Chamber of Economy, Croatian Employers' Association.

Other (please specify): Croatian Journalists' Association, Croatian Network for Rural Development

B. Report any particular circumstances that help clarify the context of the report — for example, whether the decision-making structure is federal and/or decentralized, and whether financial constraints are a significant obstacle to implementation. (This information should not exceed half a page.)

Issue¹ 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national ² language(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	UNECE Strategy for ESD is available in Croatian: https://www.mzoe.hr/doc/unece_strategija_za_obrazovanje_za_odrzivi_razvoj.pdf
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Focal points are nominated in the Ministry of Environment and Energy, Ministry of Science and Education, Education and Teacher Training Agency and Agency for Vocational Education and Training and Adult Education
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Interdepartmental coordination for monitoring the implementation of National Action Plan for ESD 2011-2015 was established in 2012. This coordination consisted of representatives from different ministries, institutions, NGOs, business sector, experts on education and environmental protection, media. Their mandate was to encourage education for sustainable development and support cooperation between different stakeholders. Due to the fact that the new Action Plan for ESD has not been developed yet, the coordination is not active any more.
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	National Action Plan for Education for Sustainable Development 2011-2015. English version: https://www.mzoip.hr/doc/education_for_sustainable_development_action_plan.pdf Croatian version: https://www.mzoip.hr/doc/akcijski_plan_za_oor_.pdf National Action Plan for Education for Sustainable Development is based on the main themes defined in the UNECE Strategy for ESD and it includes their implementation. The new Action Plan on ESD has not been developed yet.
Sub-indicator 1.1.5	Are there any synergies at the national level between the ECE ESD process, the Global Action Programme on Education for Sustainable Development as follow-up to the United Nations Decade of Education for Sustainable Development after 2014, ³ and other policy processes relevant to ESD?

¹ Issues 1 to 6 herein are in accordance with the objectives (a)-(f) set out in the UNECE Strategy for ESD (CEP/AC.13/2005/3/Rev.1, para. 7).

² For countries with a federal government structure, all references to “national” apply to “State”, as appropriate. In this context, “data at the national level” means aggregated data received from sub-State entities.

³ See A/69/76.

Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD	
Sub-indicator 1.2.1	Is ESD reflected in any national policy ⁴ document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	ESD is reflected in the following policy documents: Development Strategy for Entrepreneurship 2013-2020, National Population Policy (OG 132/2006), National Strategy for the Rights of Children 2014 – 2020, National Plan for Suppression of Trafficking in Persons 2018 - 2021, National Plan for Combating Discrimination 2017 – 2022, National Youth Programme 2014 - 2017, National Strategy of Equalisation of Possibilities for Persons with Disabilities 2017 – 2020 (OG 42/2017), National Curriculum Framework for Preschool Education, General Compulsory and Secondary School Education (2010), Croatian National Educational Standard for Preschool, Primary and Secondary Education (2008), National Curriculum for Vocational Education and Training (2018), Vocational Education Development Program (2016-2020), Curriculum for citizenship education (2012), National Action Plan for Education for Sustainable Development 2011-2015, Environmental Protection Act (OG 80/13, 153/13, 78/15, 12/18), Strategy for Sustainable Development (2009-2019), Waste Management Strategy (NN 130/2005), Waste Management Plan for the period 2017-2022, National Environmental Strategy (OG 46/2002) and National Environmental Action Plan (2002), National State of the Environment Report (2014), Action Plan for Green Tourism Development, Croatian Tourism Development Strategy by 2020.

⁴ Policy documents may include national strategies, plans, programmes, guidelines and the like.

Sub-indicator 1.2.2	Is ESD: (a) addressed in relevant national education legislation/regulatory document(s); and (b) included in your national curricula and/or national standards, ordinances or requirements at all levels of formal education, as understood by your education system in accordance with ISCED? ⁵																								
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>If yes, please specify details for (a) and (b).</i></p> <p>From school year 2018/2019, the Ministry of Science and Education started an experimental implementation of new curricula and new teaching methods. National curriculum for the interdisciplinary theme sustainable development is part of the reform.</p> <p>The interdisciplinary theme Sustainable Development pervades the overall operation of the school and is identifiable in the school curriculum. It is realised through compulsory and elective courses, homeroom class, integrated teaching, as part of projects, out-of-classroom and field learning and extracurricular activities and is connected to other interdisciplinary themes and curricular areas.</p> <p>In the area of vocational education, the National Curriculum for Vocational Education and Training (VET) has been adopted in 2018 which, as the core values of vocational education, includes education for sustainable development, solidarity and the development of persons actively and responsibly participating in the community. The National Curriculum for Vocational Education (2018) and the Vocational Education Development Program (2016-2020) are key documents for the development of vocational curricula for attaining qualifications. In the vocational education system, standards of occupation and qualification standards (27) have been adopted, some of which are specifically related to the acquisition of competences in the field of sustainable development; agriculture, nutrition and veterinary, economics, trade and business administration, geology, mining, oil and chemical technology, construction and geodesy, mechanical engineering, shipbuilding and metallurgy.</p> <p><i>Please also fill in the table by ticking (✓) as appropriate.</i></p> <table border="1" data-bbox="882 890 1727 1305"> <thead> <tr> <th data-bbox="882 890 1509 943">ISCED levels 2011</th> <th data-bbox="1509 890 1621 943">(a)</th> <th data-bbox="1621 890 1727 943">(b)</th> </tr> <tr> <td></td> <th data-bbox="1509 943 1621 995">Yes</th> <th data-bbox="1621 943 1727 995">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="882 995 1509 1048">0. Early childhood education</td> <td data-bbox="1509 995 1621 1048">✓</td> <td data-bbox="1621 995 1727 1048">✓</td> </tr> <tr> <td data-bbox="882 1048 1509 1101">1. Primary education</td> <td data-bbox="1509 1048 1621 1101">✓</td> <td data-bbox="1621 1048 1727 1101">✓</td> </tr> <tr> <td data-bbox="882 1101 1509 1153">2. Lower secondary education</td> <td data-bbox="1509 1101 1621 1153">✓</td> <td data-bbox="1621 1101 1727 1153">✓</td> </tr> <tr> <td data-bbox="882 1153 1509 1206">25. Lower secondary vocational education</td> <td data-bbox="1509 1153 1621 1206">✓</td> <td data-bbox="1621 1153 1727 1206">✓</td> </tr> <tr> <td data-bbox="882 1206 1509 1259">3. Upper secondary education</td> <td data-bbox="1509 1206 1621 1259">✓</td> <td data-bbox="1621 1206 1727 1259">✓</td> </tr> <tr> <td data-bbox="882 1259 1509 1305">35. Upper secondary vocational education</td> <td data-bbox="1509 1259 1621 1305"></td> <td data-bbox="1621 1259 1727 1305">✓</td> </tr> </tbody> </table>	ISCED levels 2011	(a)	(b)		Yes	Yes	0. Early childhood education	✓	✓	1. Primary education	✓	✓	2. Lower secondary education	✓	✓	25. Lower secondary vocational education	✓	✓	3. Upper secondary education	✓	✓	35. Upper secondary vocational education		✓
ISCED levels 2011	(a)	(b)																							
	Yes	Yes																							
0. Early childhood education	✓	✓																							
1. Primary education	✓	✓																							
2. Lower secondary education	✓	✓																							
25. Lower secondary vocational education	✓	✓																							
3. Upper secondary education	✓	✓																							
35. Upper secondary vocational education		✓																							

⁵ See <http://uis.unesco.org/en/topic/international-standard-classification-education-isced>.

		4. Post secondary non-tertiary education		
		45. Post-secondary non-tertiary vocational education		
		5. Short-cycle tertiary education		
		55. Short-cycle tertiary vocational education		
		6. Bachelor's or equivalent level		✓
		7. Master's or equivalent level		✓
		8. Doctoral or equivalent level		✓
		9. No information available		

Sub-indicator 1.2.3	Are non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Non-formal and informal ESD are carried out by different public administration bodies (PAB) and civil society organizations supported financially by PAB. There are many documents in which non-formal and informal ESD are addressed, such as:</p> <ul style="list-style-type: none"> - special paragraphs of National Strategy for Sustainable Development and Environmental Protection Act are dedicated to the importance of ESD; - National Action Plan for ESD (2011) - Waste Management Plan for the period 2017-2022 - National Environmental Strategy (2002) - Development Strategy for Entrepreneurship 2013 – 2020
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Act on Ratification of the Convention on Access to Information, Public Participation in Decision-making and Access to Justice in Environmental Matters, Environmental Protection Act, National Strategy for Sustainable Development 2009-2019, National Action Plan for ESD, National Waste Management Strategy, Waste Management Plan for the period 2017-2022, National Environmental Strategy and National Environmental Action Plan.
Sub-indicator 1.2.5	Does a formal structure for interdepartmental ⁶ cooperation relevant to ESD exist in your Government?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Interdepartmental coordination for monitoring the implementation of National Action Plan for ESD 2011 – 2015 was established in November 2012. This coordination consisted of representatives from different ministries, institutions, NGOs, business sector, experts on education and environmental protection, media. However, the Interdepartmental coordination is not active any more.
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? ⁷
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	It existed through Interdepartmental coordination for monitoring the implementation of National Action Plan for ESD 2011 - 2015.
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?

⁶ Between State bodies.

⁷ For an explanation, see paragraph 46 of the UNECE Strategy for ESD.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>The Ministry of Science and Education supports and co-finances projects of NGOs that are active in non-institutional education of children and young people, and one of the priorities of the Tender for Grants to NGO Projects are activities closely related to improving the quality of life of children and young people, that is subactivities on the protection and promotion of education for nature conservation and sustainable development.</p> <p>In the past two years 37 project proposals related to the ESD were selected for funding by the Croatian Science Foundation. The Ministry of Science and Education has funded several conferences addressing ESD.</p> <p>Environmental Protection and Energy Efficiency Fund (EPEEF) plans to announce a public call in 2019 for co-financing projects and programmes of NGOs in the field of environmental protection with the total amount of 250.000 HRK. The priority areas will include projects/programmes of education for sustainable development.</p>
Indicator 1.3 National policies support synergies between processes related to the Sustainable Development Goals (SDGs), sustainable development (SD) and ESD	
Sub-indicator 1.3.1	Does your country have a stand-alone “sustainable development”, “global understanding”, “international understanding” policy, plan or law in place, in each case using “sustainable development” language?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	National Strategy for Sustainable Development (2009 – 2019)
Sub-indicator 1.3.2	Is ESD part of SD policy(ies) if these exist in your country?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	National Strategy for Sustainable Development (2009 – 2019) defines that investing in ESD is a precondition to its implementation. ESD is also included in the form of environmental education in Environmental Protection Act, National Waste Management Strategy, Waste Management Plan for the period 2017-2022, National Environmental Strategy and National Environmental Action Plan which makes a key horizontal part of the sustainable development policy in Croatia.
<i>Concluding remarks on issue 1</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 1, which corresponds to objective (a) under the Strategy, namely, to ensure that policy, regulatory and operational frameworks support the promotion of ESD</i>
	Since the new Action Plan on ESD has not been developed yet, everything is currently left to standalone short term initiatives.
Issue 2. Promote SD through formal, non-formal and informal learning	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 2.1 SD key themes are addressed in formal education	

Sub-indicator 2.1.1	Are key themes of SD ⁸ addressed explicitly in the curriculum/programme of study at various levels ⁹ of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what SD issues are important in the country (i.e., biodiversity, gender, consumption/production, etc.) and how they are addressed in the curricula.</i></p> <p>The following SD issues are addressed in the curricula: acquiring knowledge of natural diversity and understanding of complex relationships between humans and the environment, observing and gaining insight into the causes and effects of human influence on nature - climate change, environmental protection, ecological principles, development of solidarity, empathy towards people and responsibility for all living beings and the environment as well as motivation for acting to the benefit of the environment and all people, citizenship, human rights, health, environmental health.</p> <p>In the vocational education system, some programs for acquisition of qualification and training programs specifically address sustainable development issues; programs in the field of ecology, nature conservation and environment, waste, sustainable agriculture, sustainable construction etc. Learning outcomes that are particularly related to sustainable development can be found in vocational curricula for acquiring qualifications in agriculture, nutrition, veterinary medicine, economics, trade and business administration, geology, mining, oil and chemical technology, construction and geodesy, mechanical engineering, shipbuilding and metallurgy, health and social welfare. Also, in the field of adult education, vocational curricula have been implemented as well as training and specialization programs for acquiring competences with sustainable development in mind.</p> <p>The VERN University of Applied Sciences curriculum is oriented towards biodiversity, consumption/production, sustainable lifestyles, environmental ethics and philosophy, environmental protection, ecological principles/ecosystem approach, national resource management, corporate social responsibility.</p> <p><i>Please update the table in appendix I (a) that was used for implementation phases II and III under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></p> <table border="1" data-bbox="922 954 1523 1059"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>								
Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum ¹⁰ /programme of study at various levels of formal education?												

⁸ For details, see paragraph 15 of the UNECE Strategy for ESD.

⁹ For the State or federal level, where relevant.

¹⁰ Idem.

Yes
 No

Please specify what competences as learning outcomes are important in your country.

- a) Critical and creative thinking which encompasses the connectedness of all life on the planet and which is future-oriented and aimed at problem-solving;
- b) The sense of responsibility for the environment, the living world and future generation as well as the sense of solidarity and willingness to help the needy in the spirit of fairness and common wellbeing;
- c) Adequate skills for action and an active relationship with sustainable development and the areas it encompasses.

The National Curriculum for Vocational Education (2018) as one of the core values mentions education for sustainable development. The National Curriculum for Vocational Education is the fundamental document for the development of vocational curricula, which has been initiated in Croatia as a continuous process of harmonization of vocational education with the labour market and the development of vocational qualifications by adopting the Vocational Education and Training Development Strategy 2008. At present, 27 curricula have been implemented in the vocational education system with learning outcomes in different vocational sectors, and those specifically addressing issues of sustainable development and acquisition of competences for sustainable development in certain areas are curricula for qualification acquisition - ecological technician, agrotouristic technician, geodesic technician and geoinformatics. All vocational curricula contain learning outcomes for the development of key competences in the area of professional ethics, civic education and in the field of environmental protection in the vocation.

Please update the table in appendix I (b) that was used for implementation phases II and III under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.

A	B	C	D	E	F
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Sub-indicator 2.1.3	Are teaching and learning methods that support ESD addressed explicitly in the curriculum ¹¹ or programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify which methods are of particular significance in your country. Please also specify for non-formal education, as appropriate.</i></p> <p>The recommended methods to reach educational objectives are methods where the student is an active participant. Debates, spatial games, theatrical and artistic representations as well as more complex methods such as cooperative learning facilitate learning in a creative and interesting way and strengthen the students' motivation. Practical work (experiments, making models, devices, leaflets, brochures...), use of natural materials and discarded or waste materials, is also important in acquiring and processing data. An indispensable form of work is groupwork which implies the development and implementation of research and other projects with the aim of developing an individual who understands the principles of sustainability. It is recommended to conduct workshops in school and field teaching with an interdisciplinary and multidisciplinary approach to learning and teaching.</p> <p>Vocational Curricula in methodological guidelines provide guidance to teachers for problem-based teaching, project teaching, field teaching and other forms of teaching that encourage problem solving and critical thinking and the development of professional ethics.</p> <p><i>Please also update the table in appendix I (c) that was used to report on implementation phases II and III, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></p> <table border="1" data-bbox="1133 858 1733 970"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>								
Indicator 2.2 Strategies to implement ESD are clearly identified													
Sub-indicator 2.2.1	Is ESD addressed through: (a) existing subjects ¹² only?; (b) a cross-curriculum approach?; (c) the provision of specific subject programmes and courses?; (d) a stand-alone project ¹³ ; (e) other approaches?												

¹¹ Idem.

¹² E.g., geography or biology. For higher education, "subject" means "course".

¹³ A project is interpreted as a discrete activity with its own time allocation rather than a teaching or learning method.

- (a) Yes No
 (b) Yes No
 (c) Yes No
 (d) Yes No
 (e) Yes No

Please specify for different levels of education system in accordance with ISCED by ticking (✓) in the table as appropriate.

Some curricula contain teaching subjects, some have cross-curricula themes. In adult education, there are training and specialization programs in the field of sustainable development. Schools carry out education projects for sustainable development.

ISCED levels 2011	(a)	(b)	(c)	(d)	(e)
	Yes	Yes	Yes	Yes	Yes
0. Early childhood education		✓	✓	✓	✓
1. Primary education	✓	✓	✓	✓	✓
2. Lower secondary education	✓	✓	✓	✓	✓
25. Lower secondary vocational education		✓			
3. Upper secondary education	✓	✓	✓	✓	✓
35. Upper secondary vocational education		✓			
4. Post-secondary non-tertiary education					
45. Post-secondary non-tertiary vocational education					
5. Short-cycle tertiary education		✓			
55. Short-cycle tertiary vocational education		✓			
6. Bachelor's or equivalent level	✓	✓	✓	✓	
7. Master's or equivalent level	✓	✓	✓		
8. Doctoral or equivalent level					
9. No information available					

Please also provide information about the incentives on the national level for implementing (a), (b), (c), (d), and (e).

Indicator 2.3 A whole-institution approach¹⁴ to SD/ESD is promoted																			
Sub-indicator 2.3.1	Do educational institutions ¹⁵ adopt a “whole-institution approach” to SD/ESD?																		
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>The Steering Committee has adopted as one priority action area that every school adopts an ESD school plan by 2019.¹⁶ ESD school plans are one means to implement a whole-institution approach. Please provide information on the implementation of this priority action area in your country.</i></p> <p>For pre-school institutions, the whole-institution approach is the basic point for planning the program and all activities. A whole-institution approach is promoted on Teacher Trainings. Schools included in ECO-schools project should apply “whole institution approach”. It is promoted and addressed in new national curricular documents.</p> <p><i>Also, please provide information for all levels of your education system in accordance with ISCED by ticking (✓) in the table as appropriate and specify for non-formal and informal education, as appropriate.</i></p> <table border="1"> <thead> <tr> <th>ISCED levels 2011</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td>✓</td> </tr> <tr> <td>1. Primary education</td> <td>✓</td> </tr> <tr> <td>2. Lower secondary education</td> <td>✓</td> </tr> <tr> <td>25. Lower secondary vocational education</td> <td>✓</td> </tr> <tr> <td>3. Upper secondary education</td> <td>✓</td> </tr> <tr> <td>35. Upper secondary vocational education</td> <td>✓</td> </tr> <tr> <td>4. Post secondary non-tertiary education</td> <td></td> </tr> <tr> <td>45. Post-secondary non-tertiary vocational education</td> <td></td> </tr> </tbody> </table>	ISCED levels 2011	Yes	0. Early childhood education	✓	1. Primary education	✓	2. Lower secondary education	✓	25. Lower secondary vocational education	✓	3. Upper secondary education	✓	35. Upper secondary vocational education	✓	4. Post secondary non-tertiary education		45. Post-secondary non-tertiary vocational education	
ISCED levels 2011	Yes																		
0. Early childhood education	✓																		
1. Primary education	✓																		
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25. Lower secondary vocational education	✓																		
3. Upper secondary education	✓																		
35. Upper secondary vocational education	✓																		
4. Post secondary non-tertiary education																			
45. Post-secondary non-tertiary vocational education																			

¹⁴ A “whole institution approach” means that all aspects of an institution’s internal operations and external relationships are reviewed and revised in the light of SD/ESD principles. Within such an approach each institution would decide on its own actions, addressing the three overlapping spheres of Campus (management operations); Curriculum; and Community (external relationships).

¹⁵ For higher education institutions: whole-university, whole-college or whole-faculty approach (including inter-faculty approaches).

¹⁶ See paragraph 20 of the framework for the future implementation of the UNECE Strategy for Education for Sustainable Development.

	<table border="1"> <tr> <td>5. Short-cycle tertiary education</td> <td></td> </tr> <tr> <td>55. Short-cycle tertiary vocational education</td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td>✓</td> </tr> <tr> <td>7. Master's or equivalent level</td> <td>✓</td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td></td> </tr> <tr> <td>9. No information available</td> <td></td> </tr> </table>	5. Short-cycle tertiary education		55. Short-cycle tertiary vocational education		6. Bachelor's or equivalent level	✓	7. Master's or equivalent level	✓	8. Doctoral or equivalent level		9. No information available													
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Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support a whole-institution approach to SD/ESD, including the implementation of ESD school plans?																								
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>If yes, please specify what schemes are available for all levels of your education system.</i></p> <p>The Government funds eco-schools, the GLOBE (The Global Learning and Observation to Benefit the Environment) program and the teachers and students are involved in the implementation of the SEMEP (South-Eastern Mediterranean Sea Environmental Project).</p> <p><i>Please also provide information on all education levels in accordance with ISCED by ticking (✓) in the table as appropriate.</i></p> <table border="1"> <thead> <tr> <th>ISCED levels 2011</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td>✓</td> </tr> <tr> <td>1. Primary education</td> <td>✓</td> </tr> <tr> <td>2. Lower secondary education</td> <td>✓</td> </tr> <tr> <td>25. Lower secondary vocational education</td> <td>✓</td> </tr> <tr> <td>3. Upper secondary education</td> <td>✓</td> </tr> <tr> <td>35. Upper secondary vocational education</td> <td>✓</td> </tr> <tr> <td>4. Post secondary non-tertiary education</td> <td></td> </tr> <tr> <td>45. Post-secondary non-tertiary vocational education</td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> </tr> <tr> <td>55. Short-cycle tertiary vocational education</td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td>✓</td> </tr> </tbody> </table>	ISCED levels 2011	Yes	0. Early childhood education	✓	1. Primary education	✓	2. Lower secondary education	✓	25. Lower secondary vocational education	✓	3. Upper secondary education	✓	35. Upper secondary vocational education	✓	4. Post secondary non-tertiary education		45. Post-secondary non-tertiary vocational education		5. Short-cycle tertiary education		55. Short-cycle tertiary vocational education		6. Bachelor's or equivalent level	✓
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7. Master's or equivalent level	✓								
8. Doctoral or equivalent level									
9. No information available									
Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?								
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Please specify (i.e., provide examples of how this is done) for formal institutions as well as for non-formal institutions.</i></p> <p>It is mandatory for pre-school institutions to get approval for their work program from the Education and Teacher Training Agency. At the end of school year they have to make a report and evaluation is obligatory part of the report. Since they are free to choose the topic of their project, if they choose ESD, they develop their indicators for evaluation.</p> <p>Schools are particularly encouraged to incorporate sustainability principles into their operation so that the students can, through their immediate environment, recognize the importance of environment protection and realize the importance of a fair approach for the quality of life of all members of society and act in accordance with this knowledge. Out-of-classroom learning provides immediate insight into examples of good practice in the local community and society. Cooperation with museums, nature parks, national parks and similar educational institutions is recommended, as well as touring economic entities, institutions and organisation whose business and actions are in accordance with the principles of sustainable development; or student visits to local self-government authorities. This way of learning enables the students to notice the effect of local policy and economy on community development aimed at sustainability at the local and national level.</p> <p><i>Please also indicate for all levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate:</i></p> <p><i>(a) For formal institutions:</i></p> <table border="1"> <thead> <tr> <th>ISCED levels 2011</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td>✓</td> </tr> <tr> <td>1. Primary education</td> <td>✓</td> </tr> <tr> <td>2. Lower secondary education</td> <td>✓</td> </tr> </tbody> </table>	ISCED levels 2011	Yes	0. Early childhood education	✓	1. Primary education	✓	2. Lower secondary education	✓
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0. Early childhood education	✓								
1. Primary education	✓								
2. Lower secondary education	✓								

25. Lower secondary vocational education	✓
3. Upper secondary education	✓
35. Upper secondary vocational education	
4. Post secondary non-tertiary education	
45. Post-secondary non-tertiary vocational education	
5. Short-cycle tertiary education	
55. Short-cycle tertiary vocational education	
6. Bachelor's or equivalent level	
7. Master's or equivalent level	
8. Doctoral or equivalent level	
9. No information available	

(b) For non-formal institutions:

ISCED levels 2011	<i>Yes</i>
0. Early childhood education	
1. Primary education	✓
2. Lower secondary education	✓
25. Lower secondary vocational education	✓
3. Upper secondary education	✓
35. Upper secondary vocational education	
4. Post secondary non-tertiary education	
45. Post-secondary non-tertiary vocational education	
5. Short-cycle tertiary education	
55. Short-cycle tertiary vocational education	

		6. Bachelor's or equivalent level	
		7. Master's or equivalent level	
		8. Doctoral or equivalent level	
		9. No information available	

Indicator 2.4 ESD is addressed by quality assessment/enhancement systems	
Sub-indicator 2.4.1	(a) Are there any education quality assessment/enhancement systems?: ¹⁷ (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?

¹⁷ For higher education institutions: either national centres for quality assessment in higher education or cooperation with general quality assessment agencies, such as the European Foundation for Quality Management (EFQM).

- (a) Yes No
 (b) Yes No
 (c) Yes No

Please elaborate.

Quality assessment tools for the schools are still being developed. Some projects with purpose to introduce quality assessment have been in experimental implementation. External ESD quality assessment is applied in eco-school projects, as well as for NGOs projects/programs that deal with ESD.

Vocational schools, in accordance with the Vocational Education Act (2009), are obliged to carry out self-assessment of their work. Schools self-evaluate their work in six priority areas, according to quality criteria. Schools compile a report on self-assessment process reporting on the quality of their work in relation to the quality criteria. One of the priority areas in which schools evaluate their work is also the areas of teaching and learning. In addition, the planning and implementation of extracurricular activities that the school offers to students is monitored in this area, where one of the quality criteria is the availability of extracurricular activities related to health, equality and diversity and environmental protection.

Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.

ISCED levels 2011	(a)	(b)	(c)
	Yes	Yes	Yes
0. Early childhood education	✓		
1. Primary education	✓		
2. Lower secondary education	✓		
25. Lower secondary vocational education	✓		
3. Upper secondary education	✓		
35. Upper secondary vocational education	✓		
4. Post-secondary non-tertiary education			
45. Post-secondary non-tertiary vocational education			
5. Short-cycle tertiary education			
55. Short-cycle tertiary vocational education			
6. Bachelor's or equivalent level	✓	✓	✓
7. Master's or equivalent level	✓	✓	✓
8. Doctoral or equivalent level			

Sub-indicator 2.4.2	Which of the following dimensions of learning is your country planning to reinforce in student assessment/examinations in the next five years, in relation to ESD?: (a) Knowledge, (b) Skills and competencies; (c) Values and attitudes; (d) Behaviours; (e) None; (f) No information available.
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- (a) Yes No
 (b) Yes No
 (c) Yes No
 (d) Yes No
 (e) Yes No
 (f) Yes No

Please elaborate.

Sustainable development does not exist without an active relationship with ourselves and the world that surrounds us. An active relationship is aimed at helping to build self-esteem because only such a person is capable of acting in the world according to sustainable and just principles. The main objective is to empower the individual with knowledge and skills, confidence and empathy so they can react to challenges of the world in an active and quality manner, i.e. to make them capable of adjusting to changes and actively participating in an ever-changing world. Education for sustainable development develops practical skills for achieving quality change and solving the problems our world faces. The current state of the world and existing trends require the educational process to provide space for the development of critical thinking and questioning the way in which today's societies work. We need learning and teaching which supports initiative and entrepreneurship, offers applicable and achievable, innovative and creative models of sustainable development. Action for sustainable development should be appropriate and based on the understanding of the rights and responsibilities we have in relation to solidarity and diligence in the management of natural resources.

Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.

ISCED levels 2011	(a)	(b)	(c)	(d)	(e)	(f)
	Yes	Yes	Yes	Yes	Yes	Yes
0. Early childhood education	✓	✓	✓	✓		
1. Primary education	✓	✓	✓	✓		
2. Lower secondary education	✓	✓	✓	✓		
25. Lower secondary vocational education	✓	✓	✓	✓		
3. Upper secondary education	✓	✓	✓	✓		
35. Upper secondary vocational education	✓	✓	✓	✓		
4. Post-secondary non-tertiary education						
45. Post-secondary non-tertiary vocational education						
5. Short-cycle tertiary education						
55. Short-cycle tertiary vocational education						
6. Bachelor's or equivalent level						
7. Master's or equivalent level						
8. Doctoral or equivalent level						
9. No information available						

Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify this

Indicator 2.5	ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice
Sub-indicator 2.5.1	Are SD issues addressed in informal and public awareness-raising activities?

<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p>Web page Ozonko - http://ozonko.mzoip.hr/ – web page dedicated to education about protection of ozone layer; special sections are dedicated to children, containing quiz and educative animated film.</p> <p>The Ministry of Environment and Energy each year on 16 September organizes the celebration of the International Day of the Protection of the Ozone Layer, with an educational and entertaining program designed for the youngest who learn how to help save the ozone layer through educational presentations, workshops, lectures, games and other activities.</p> <p>In 2017, the Ministry of Environment and Energy announced an educational drawing contest for lower primary school students on the topic of ozone layer protection. The contest was conducted with the aim to educate children on the importance of implementing the Montreal Protocol on substances that damage the ozone layer.</p> <p>The Zoo in Zagreb each year on 3 March organizes the celebration of the World Wildlife Day. On that day, children in the Zoo educational center participate in lectures and workshops whose aim is to raise their awareness on the preservation of wild species.</p> <p>Croatian Agency for the Environment and Nature (CAEN) completed a one-year project (2017) "Strengthening the role of the CAEN in information and public awareness raising in the field of environmental protection, climate change, nature conservation and biodiversity". The project represents the first stage in the establishment of a modern and innovative Information Educational Center (IEC) Diverterra in the field of environmental protection, climate change, nature protection and biodiversity. It will help the CAEN strengthen its role in raising the level of knowledge and general awareness of citizens about the state of the environment, as well as the protection of the environment and nature. A part of the presentation system will be mobile and that will enable educators to present part of the program to children throughout Croatia. Diverterra represents an excellent environment in which young people will be active, involved and learn educational contents in order to integrate the concept of sustainable development into everyday life. The concept and program of the IEC will bring children and all interested stakeholders closer to the themes of environmental protection, nature protection and climate change. The mobile component has been realized so far and the establishment and equipping of the IEC follows. It is a "mobile exhibition" that will bring pre-school and school age children closer to these topics with hologram contents. It is planned to open Diverterra's Facebook page, create a panel, and purchase tablet devices so that children educators can go to kindergartens and schools in the spring 2019.</p>
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	<p>Organisation “ODRAZ - Sustainable community development” promotes sustainable development principles, educates stakeholders from various parts of Croatia and from all sectors on the possibilities of their practical implementation in their communities. ODRAZ has published an overview of the Global Sustainable Development Goals to inform citizens and stakeholders in Croatia about Agenda 2030. The publication has been printed on several occasions, including with involvement of other organizations such as the Association of towns and Croatian United Nations Association (HDUN).</p> <p>Croatian Business Council for Sustainable Development (HRPSOR) has a significant role in informing and educating business sector. In recent years, Croatian Institute for CSR (IDOP) has also worked on promotion of SDGs. The Croatian United Nations Association is also active in promoting and informing, especially young people, about sustainable development and SDGs, often in cooperation with ODRAZ.</p> <p>Since it launched its Corporate Social Responsibility (CSR) Training and Certification in the Travel Sector (CSR TOUR) project in 2013, the Association of Croatian Travel Agencies (UHPA) has continued to promote CSR values through a number of new collaborative, transnational and independent initiatives. Managing the Travelife assessment and certification system for Croatia’s travel professionals, UHPA strives to maintain interest for and strongly promote responsible business models. The association has organised over 80 workshops and two international conferences. In keeping with Croatia’s Tourism Development Strategy for 2020, UHPA draws interest for and supports sustainability themes whenever opportunity arises (<i>Days of Croatian Tourism 2017</i>, Mali Lošinj – showcasing Travelife at Croatia’s largest annual tourism event; <i>“Open up a Border for Adventure and New Travel Opportunities” cross-border project</i> running from 2016 to 2018 and bringing forth Croatia’s first ever voluntourism conference in Dubrovnik with panels on developing sustainable, local volunteer tourism products; disseminating information gained from international memberships in ECTAA (The European Travel Agents’ and Tour Operators’ Associations) and UNWTO (World Tourism Organization) through online and social media channels; launching dialogues and encouraging involvement, both of travel agents and the travel sector in general).</p>
Sub-indicator 2.5.2	Is there any support for work-based learning (e.g., for small companies, farmers, trade unions, associations) which addresses SD issues?

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and provide information on new developments and good practice examples.</i></p> <p>The Ministry of Tourism organized a regional Workshop (The Present and the Future of Sustainable and Responsible Tourism) in April 2017 in line with the International Year of Sustainable Tourism for Development and the Action Plan of Pillar 4 (sustainable Tourism) of EUSAIR (countries of the Adriatic and Ionian region) attended by representatives coming from different levels of government (national, regional, local), tourism boards, NGOs, EU, international organizations, private sector, financial sector academia (research institutes, faculty staff and students). The aim was to discuss past and current issues of sustainability in tourism, exchange examples of good practice, offer some solutions and discuss potential sources of funding and different sustainable/responsible practices in tourism. Over 120 participants attended a 1,5 day event.</p> <p>Another workshop was organized in May 2018 on green and sustainable tourism development. The workshop was attended by tourism workers, representatives from government institutions, private and civil sector. The workshop discussed the problems in the destinations due to mass tourism and familiarized participants with practices in sustainable tourism development and examples of good practice. Similar activities are foreseen, perhaps with a slightly adjusted scope in 2019.</p> <p>The Association of Croatian Travel Agencies (UHPA) supports both its staff and its members, Croatia's leading travel agents, in attaining Travelife accreditations by providing e-learning materials, presentations and guidelines. Employees have access to a Travelife handbook, video material, presentations, self-evaluation sheets and online tests allowing them to achieve Travelife sustainability manager status within a short time period. To date, there are 24 Travelife accredited travel companies, with 17 personal certificates obtained, 6 Travelife Partner companies and, in August 2018, Croatia gained its first ever Travelife Certified company (the most demanding of the Travelife tiers). UHPA encourages its members to take part in vocational training programs and seminars, especially those organised in house, in which case, participants are always provided with user-friendly materials such as presentations, manuals and evaluations.</p>
Sub-indicator 2.5.3	Are there any instruments (e.g., research, surveys, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify in particular which instruments were the most effective in assessing the outcomes of ESD as a result of non-formal or informal learning.</i></p> <p>In February 2013 the Act on Croatian Qualifications Framework (CROQF) was adopted. The Croatian Qualifications Framework is a reform instrument that sets basis for the development of recognition of prior learning, and validation of non-formal and informal learning. It will regulate the system of qualifications at all levels in the Republic of Croatia through qualification standards based on learning outcomes, or in other terms, competences acquired by the individual through the learning process and proved after the learning process. The CROQF will not be directly connected to ESD but it will make possible recognition and validation of prior learning.</p> <p>Travelife helps tour operators and travel agencies to manage and improve social and environmental impacts by complying with international sustainability criteria. The whole process is standardised and as a result, the efforts a travel company invests in achieving compliance are comparable, globally. In terms of instruments, Travelife capitalizes on the value of accessibility – its online platform makes training, certification and reporting effortless, measurable, and immediate. Similarly, UHPA has been able to manage and promote Travelife by making the best of its online tools – from online surveys to evaluate workshops and investigate room for growth to mailing lists and social network pages to promote events.</p>
Indicator 2.6 ESD implementation is a multi-stakeholder process¹⁸	
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify the main stakeholders and the main impacts that those stakeholders had/have on implementation. Please update the information provided in the previous table for appendix II as appropriate.</i></p> <p>In general, there are many stakeholders in Croatia who take part in ESD or in areas falling under SD at the national, regional and local level. Apart from the Ministry of Science and Education and the Croatian Education and Teacher Training Agency, an important role in the segment of formal education is played by other agencies, preschool teachers, primary and secondary schools teachers and higher education lecturers. On the other hand, relevant stakeholders in non-formal education are mostly civil society organizations operating in the field of environmental protection, democratization and human rights, culture, health and social welfare, associations of the youth and for the youth, including various other participants such as adult education institutions, cultural institutions, etc.</p>

¹⁸ For higher education institutions: this covers the issue of university “outreach” (meaning a wide spectrum from regional integration, business cooperation and transdisciplinarity to eco-procurement and research-education-cooperation).

<i>Concluding remarks on issue 2</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 2, which corresponds to objective (b) under the Strategy, namely to promote sustainable development through formal, non-formal and informal learning.</i>
	<i>Please address in particular the following questions:</i> <ul style="list-style-type: none"><li data-bbox="862 331 2000 368">— <i>Which actions and/or initiatives have been particularly successful and why?</i><li data-bbox="862 379 2000 416">— <i>What challenges did your country encounter when implementing this objective?</i><li data-bbox="862 427 2000 485">— <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i>

Issue 3. Equip educators with the competence to include SD in their teaching	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 3.1 ESD is included in the training¹⁹ of educators	
Sub-indicator 3.1.1	Is ESD a part of educators' initial training? ²⁰
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Some teacher profiles have a possibility to choose in their initial training subjects such as SD in the Teaching of Science, but ESD is not a part of their mandatory study program. Different teacher profiles get common pedagogical (psychological) skills training and specific didactic knowledge and skills according to subject area; Specific content knowledge varies from profile to profile. In some sectors VET teachers are trained in contents related to SD (ecology, construction, forestry, agriculture, food processing).
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? ²¹
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Education and Teacher Training Agency is providing in-service training programmes for teachers which include ESD. They are optional. They are intended for all teacher profiles and include all ESD competences (Learning to know, Learning to do, Learning to be, Learning to live together). Pre-school system has the institution called the Development Centre (Centre of Excellency) specialized for ESD. Teachers from kindergarten go there for further professional development. Available data is visible on the web pages www.azoo.hr and http://ettaedu.azoo.hr Agency for VET and Adult Education conducts Vocational Teacher Training. Vocational Training is implemented in 13 vocational areas for teachers of different vocations. Depending on the field of work / vocational training program, the Agency organizes professional training on topics related to sustainable development; environmental protection, sustainable construction, sustainable agriculture, etc.
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify which ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are accessible and whether they are mandatory or optional.</i>
Indicator 3.2 Opportunities exist for educators to cooperate on ESD	
Sub-indicator 3.2.1	Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?

¹⁹ ESD is addressed by content and/or by methodology.

²⁰ For higher education institutions: the focus is here on existing teacher training at universities/colleges regarding SD and ESD for university/college teachers.

²¹ For higher education institutions: the focus is here on existing in-service training programmes regarding SD and ESD for university/college teachers in their own universities/colleges.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Eco-schools, GLOBE program, SEMEP program, National Programme of Protection and Promotion of Human Rights. The Development Centre involves networking. There is another national project Children in Nature in which more than 60 kindergartens are involved.
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the Government in any way? ²²
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	The Government funds the GLOBE program, the National Programme of Protection and Promotion of Human Rights.
<i>Concluding remarks issue 3</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 3, which corresponds to objective (c) under the Strategy, namely to equip educators with the competence to include sustainable development in their teaching.</i>
	Education and Teacher Training Agency organizes modular trainings for teachers with the goal to improve their competences in development of ESD school projects (whole school approach). This results in 10 – 15 ESD school projects in each cycle of training. In kindergartens teacher ESD education is incorporated in other educational areas. The main challenge are insufficient human and financial resources.
Issue 4. Ensure that adequate tools and materials for ESD are accessible	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 4.1 Teaching tools and materials for ESD are produced	
Sub-indicator 4.1.1	Does a national strategy/mechanism for encouragement of the development and production of ESD tools and materials exist?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	National Strategy for Sustainable Development (2009) National Action Plan for Education for Sustainable Development (2011-2015)
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in United States dollars (USD)) for annual expenditures on ESD-related research and development.</i> Public funds are invested in printing promotional materials and leaflets with various aspects of ESD and they indirectly come into the education system.

²² Including assistance through direct funding, in-kind help, political and institutional support.

Indicator 4.2 Quality control mechanisms for teaching tools and materials for ESD exist	
Sub-indicator 4.2.1	Do you have quality criteria and/or quality guidelines for ESD-related teaching tools and materials that are: (a) supported by public authorities?; (b) approved by public authorities?; (c) tested and recommended for selection by educational institutions?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Teaching materials used in schools must be approved by Ministry of Science and Education. Materials for ESD should pass the same procedure as all others. Common criteria for teaching materials should be respected for ESD too.</p> <p>Agency for VET and Adult Education approves auxiliary teaching materials for use in teaching. In some vocational areas, auxiliary teaching materials have been developed on topics of sustainable development, for example; Manual on Ecological Agriculture, etc. A list of approved manuals is available on the Agency's web site, www.asoo.hr.</p> <p>Education and Teacher Training Agency created the guide for ESD teachers: (http://www.azoo.hr/images/izdanja/OOR_2011_web.pdf) .</p>
Sub-indicator 4.2.2	Are ESD teaching tools and materials available: (a) in national languages?; (b) for all levels of education according to ISCED?

(a) Yes No (b) Yes No

Please specify. If the answer is yes for (b), please specify by ticking (✓) in the table as appropriate.

Croatia has begun implementing some of the reforms of its strategy on education, research and technology, such as the curricular reform, vocational education and training (VET) reform. The new curricula, developed in a comprehensive drafting and assessment process, adopt the learning outcomes approach, which shifts the classroom focus to the pupils' experience. The rollout will be staggered so that the pilot covers grades one, five and seven (covering Biology, Chemistry and Physics) of primary school and the first grade of secondary school.

The pilot will include:

- Curricula and pupil assessment based on the learning outcomes approach
- Teacher training for new curricula and teaching and assessment methods
- Training of school principals
- Framework for teaching pupils with disabilities
- Framework for teaching gifted pupils
- Introduction of cross-subject teaching of key competences.

ISCED levels 2011	<i>Yes</i>
0. Early childhood education	✓
1. Primary education	✓
2. Lower secondary education	✓
25. Lower secondary vocational education	✓
3. Upper secondary education	
35. Upper secondary vocational education	
4. Post secondary non-tertiary education	
45. Post-secondary non-tertiary vocational education	
5. Short-cycle tertiary education	
55. Short-cycle tertiary vocational education	
6. Bachelor's or equivalent level	
7. Master's or equivalent level	
8. Doctoral or equivalent level	
9. No information available	

Indicator 4.3 Teaching tools and materials for ESD are accessible	
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Please describe and in particular highlight which measures are the most efficient for dissemination.</i></p> <p>One of the travel associations (Association of Croatian Travel Agencies-UHPA) continues with implementation of the CSR Training project and assessment system (Travelife). In addition to online resources, makes use of its print publications and annual gatherings to promote and encourage participation in CSR activities and events. The Association continues to reach out to vocational and tertiary educational institutions, both to engage them in Travelife and to support their own efforts in achieving higher standards of excellence.</p>
Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Public money is invested in printing of educational materials for ESD.

Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Education and Teacher Training Agency published a guide for ESD teachers: http://www.azoo.hr/images/izdanja/OOR_2011_web.pdf.</p> <p>Other publications can be found at https://www.azoo.hr/index.php?view=publications&id=200&p=1</p> <p>Travelife non formal learning teaching materials are available on web page www.travelife.info/hr and www.uhpa.hr, while information on related UHPA project activities are available through: https://www.crossbordertourism.com/index.php/sud-sit-project/english/about-sud-sit and https://www.volonturizam.info/en/activities/item/171-the-first-croatian-conference-on-voluntourism-held-in-dubrovnik</p>
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in the national language(s): (a) accessible through the Internet?; (b) provided through other channels?
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>For (a) and (b) please specify and mention by whom it was established and by whom it is managed.</i>
<i>Concluding remarks issue 4</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 4, which corresponds to objective (d) under the Strategy, namely, to ensure that adequate tools and materials for ESD are accessible.</i>
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> – <i>Which actions and/or initiatives have been particularly successful and why?</i> – <i>What challenges did your country encounter when implementing this objective?</i> – <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i>

Issue 5. Promote research on and development of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 5.1 Research²³ on ESD is promoted	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁴ supported?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify in particular the most important outcomes of supported research.</i>
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify which subjects were investigated and list major reports.</i>
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) On ESD: ²⁵ (a) for the master's level?; (b) for the doctorate level?; (2) Addressing ESD: (a) for the master's level?; (b) for the doctorate level?

²³ These include support from various sources, such as State, local authorities, business and non-governmental organizations or institutions.

²⁴ E.g., concepts; formation of attitudes and values; development of competencies, teaching and learning; school development; implementation of information communications technology; and means of evaluation, including socioeconomic impacts.

²⁵ ESD is addressed by substance and/or by approach.

<p>(1) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>(2) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>	<p><i>Please specify what programmes are available and list the most important academic dissertations that address ESD.</i></p> <ul style="list-style-type: none"> - Postgraduate multidisciplinary international specialist study “Environmental management, - policy and sustainability” (EMPS); held at the Centre of Academic Advanced Studies (CAAS) in Dubrovnik, Zagreb and Split - two of postgraduate specialist programmes of the Faculty of Forestry at University of Zagreb are directly tackling the issue of sustainable development in forestry : “Breeding and conservation of genetic diversity of forest trees” and “Ecological landscape design, nature conservation and horticulture” - Postgraduate multidisciplinary specialist study “Environment and nature protection”, a collaborative programme of University J. J. Strossmayer in Osijek and R. Bošković Institute in Zagreb is focused on sustainable development in natural and biotechnical sciences - Postgraduate doctoral programme “Management of Sustainable Development” of the Faculty of Tourism and Hospitality Management at the University of Rijeka - PhD programme “Health and ecological engineering” - Postgraduate doctoral programme “Food management” of the Faculty of Food Technology and Biotechnology directly addresses sustainability in food production - PhD conjoint programme on sociology and regional and local development of the University of Zadar has sustainable development in focus, tackling issues such as sociological approach to environment, civil society development, gender issue importance in cultural development, ethical issues in industrial development etc. - Postgraduate specialist study “Industrial engineering and management” includes courses of sustainable management, sustainable production and social responsibility issues. - All of the nine postgraduate specialist programmes on the Faculty of Forestry at the University of Zagreb have courses on sustainable development and environment preservation in specific fields. - Doctoral studies of sociology at the Faculty of Humanities and Social Studies at the University of Zagreb have a mandatory Development and Environment course - Several doctoral programmes of the Faculty of Mechanical Engineering and Naval Architecture address some of sustainable development issues in their curriculum: “Industrial engineering and management” programme has sustainable development as one of its main aims, including courses such as “Sustainable management”, “Sustainable production” and “Engineering ethics and social responsibility”; “Metallurgical engineering” and “Process and Energy engineering” programmes which have environmental protection and energy efficiency method courses
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	<ul style="list-style-type: none"> - Postgraduate doctoral programme “Biotechnology and bioprocess engineering” of the Faculty of Food Technology and Biotechnology include optional courses on eco energy, eco toxicology and sustainable development in biotechnology production, - Postgraduate doctoral programmes of the Faculty of Electrical Engineering include options of facultative courses addressing sustainable development issues, including advanced nuclear systems for sustainable development and influence of specific technology aspects on environment - Faculty of Metallurgy, University of Zagreb introduced a three year Bachelor's degree program - Industrial ecology course as an answer to demands of developmental and educational needs of the economy. A class `Sustainable Development`, which is one of the obligatory courses for the first-year students was introduced with the aim to build capacity for implementation of sustainable development principles in the economy, as well as to shed light on the concept of sustainable development and corporate social responsibility (CSR). - Students of the 3rd year of Entrepreneurship Economics of the VERN University of Applied Sciences may choose the elective subject Environmental Protection and Sustainable Development. - Eco-engineering (interdisciplinary specialist study coordinated by the Faculty of Chemical Engineering and Technology) - postgraduate course Ecology at the Faculty of Sciences, University of Zagreb
Sub-indicator 5.1.4	Are there any scholarships supported by public authorities for post-graduate research in ESD: (a) for the master’s level; (b) for the doctorate level?
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please provide information on (a) and (b).</i>
(b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Indicator 5.2 Development of ESD is promoted	
Sub-indicator 5.2.1	Is there any support for innovation and capacity-building in ESD practice? ²⁶

²⁶ Activities may include projects, action research, social learning and multi-stakeholder teams.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>The Environmental Protection and Energy Efficiency Fund funds various projects of civil organizations that are composed of ESD segments.</p> <p>In 2017, with the support of the Ministry of Tourism UHPA carried out its <i>Professional Training for the Implementation of CSR Management for Sustainable Travel Agency Operations</i> project, with over 15 workshop sessions producing training materials and promoting responsible operating standards. The project build's on and extends the association's activities to improve the knowledge and competencies of travel agents in order to ensure the successful implementation of CSR in their day-to-day business practices. It was put together with the vision (4.2) and development principles (4.1) defined in the Croatia's Tourism Development Strategy by 2020 ("Quality Culture" and "Ecologically Responsible Development").</p>
Indicator 5.3 Dissemination of research results on ESD is promoted	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms ²⁷ to share the results of research and examples of good practices in ESD ²⁸ among authorities and stakeholders?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and provide information about where published research and dissertations are accessible.</i></p> <p>Croatian Science Foundation was established by the Croatian Parliament. Its mission is to promote science, higher education and technological development in Croatia in order to ensure the development of economy and to support employment. The Foundation provides support to scientific, higher education and technological programmes and projects, fosters international cooperation, and helps the realization of scientific programmes of special interest in the field of fundamental, applied and developmental research (https://www.hrzz.hr/default.aspx?id=1166). In the past two years 37 project proposals related to the ESD were selected for funding. The Ministry of Science and Education has funded several conferences addressing ESD: 12th Conference on Sustainable Development of Energy, Water and Environment Systems – SDEWES2017; Groundwater Heritage and Sustainability; Sustainability – future of business.</p>

²⁷ E.g., conferences, summer schools, journals, periodicals, networks.

²⁸ E.g., the “participatory approach”; links to local, regional and global problems; an integrative approach to environmental, economic and social issues; an orientation to understanding, preventing and solving problems.

Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD?;(b) addressing ESD?
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please name the major publications for (a) and (b).</i> The Ministry of Science and Education has funded several scientific publications addressing ESD: Journal of Sustainable development of Energy, Water and Environment Systems; Croatian Journal of Fisheries; Croatian Journal of Food Science and Technology; e-GFOS; Food Technology and Biotechnology; Oeconomica Jadertina; Periodicum Biologorum; South-east European forestry;
Concluding remarks on issue 5	<i>Please provide any concluding remarks you may have concerning the implementation of issue 5, which corresponds to objective (e) under the Strategy, namely, to promote research on and development of ESD.</i>
	<ul style="list-style-type: none"> – <i>Which actions and/or initiatives have been particularly successful and why?</i> – <i>What challenges did your country encounter when implementing this objective?</i> – <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i>
Issue 6. Strengthen cooperation on ESD at all levels within the ECE region	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 6.1 International cooperation on ESD is strengthened within the ECE region and beyond	
Sub-indicator 6.1.1	Do your public authorities cooperate in or support international ²⁹ networks on ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify concrete networks and explain who supports these networks.</i> Teachers and students are involved in the implementation of the SEMEP (South-Eastern Mediterranean Sea Environmental Project) and GLOBE (The Global Learning and Observation to Benefit the Environment) Program. The International Centre for Sustainable Development of Energy, Water and Environment Systems (SDEWES Centre) is a non-governmental and a non-profit organization. The SDEWES Centre was established after successful organization of four Dubrovnik Conferences on Sustainable Development of Energy, Water and Environment Systems with the purpose to provide a wider platform for communication and exchange of ideas between scientists and researchers that promotes multidisciplinary approaches to sustainability. The SDEWES Centre has a temporary seat at the University of Zagreb.
Sub-indicator 6.1.2	Do educational institutions or organizations (formal and non-formal) in your country participate in international networks related to ESD?

²⁹ In this context, international associations, working groups, programmes, partnerships, etc., means those at the global, regional and subregional levels.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Teachers and students are involved in the implementation of the SEMEP (South-Eastern Mediterranean Sea Environmental Project), GLOBE (The Global Learning and Observation to Benefit the Environment) Program, International Eco-schools, Project Citizen.
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms or agreements that include an explicit ESD component?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Agreement on the implementation of the GLOBE program. Council of Europe: Pestalozzi Program.
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Ministry of Science and Education participates in the implementation of the Mediterranean Action Plan on Education for Sustainable Development.
<i>Concluding remarks on issue 6</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 6, which corresponds to objective (f) under the Strategy, namely, to strengthen cooperation on ESD at all levels within the ECE region</i>
	<i>Please address in particular the following questions:</i> <ul style="list-style-type: none"> - Which actions and/or initiatives have been particularly successful and why? - What challenges did your country encounter when implementing this objective? - What other considerations have to be taken into account in future ESD implementation concerning this objective?
Issue 7. Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD	
<i>Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.</i>	
Over 500 primary and secondary schools are members of the Croatian Association of student cooperatives and every year the best student cooperatives participate in the festival of student cooperatives. Some of them cherish the traditional ways of making various utility items (lace, pottery, wicker baskets, products made of wood), many organic food products without preservatives (apple chips, pumpkin seed oil, lavender soaps, pyrethrum). It is important to note that the fundamental objective is the development of enterprise and entrepreneurship (the products are sold and material is partly procured from the money obtained, so it partly enters the "production") and fostering traditions and traditional crafts.	
Since 2014, the Istra County has been implementing the project "Institutionalization of local history teaching". The aim of the project is to establish an institutional form of preservation of the Istrian homeland identity, ie the introduction of native teaching and traditional culture in pre-school, elementary and secondary schools in the county, and the preservation of its regional resources and regional specificities.	
<i>What role does this issue play in ESD implementation in your country? Please provide updated information to indicate changes over time.</i>	
These programmes offer possibilities for creative work and for social interaction among students and among students and local community. Some of those programmes include producing things for market which promotes the entrepreneurship (as important competence).	
Issue 8. Describe any challenges and obstacles encountered in the implementation of the Strategy	

Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.

Please in particular discuss any challenges and obstacles encountered that were not yet mentioned in the concluding remarks on the implementation of the Strategy's main objectives (issues 1–6).

The lack of human and financial resources.

Issue 9. Describe any assistance needed in implementing the Strategy in your countries

Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.

Appendix I (a)

Indicator 2.1, sub-indicator 2.1.1

Please specify which key themes of SD are addressed explicitly in the curriculum/programme of study at various levels of formal education by filling in the table below. *(Please tick (✓) relevant themes for each level. Use the blank rows to insert additional themes that are considered to be key themes in addressing learning for SD.)*

Also, could you specify which specific themes are of critical importance in your country and why?

Some key themes covered by sustainable development	ISCED Levels 2011												
	0	1	2	25	3	35	4	45	5	55	6	7	8
Peace studies (e.g., international relations, security and conflict resolution, partnerships)	✓	✓	✓	✓	✓	✓			✓				
Environmental ethics and philosophy	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Global citizenship, democracy and governance	✓	✓	✓	✓	✓	✓			✓				
Sustainable lifestyles	✓	✓	✓	✓	✓	✓	✓		✓				
Human rights (e.g., gender and racial and intergenerational equity)	✓	✓	✓	✓	✓	✓			✓				
Poverty alleviation	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓
Cultural diversity	✓	✓	✓	✓	✓	✓			✓				
Gender equality	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓
Biological and landscape diversity	✓	✓	✓	✓	✓	✓			✓				
Environmental protection (waste management, environmental monitoring, risk assessment, etc.)	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓
Ecological principles/ecosystem approach	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Natural resource management (e.g., water, soil, mineral, fossil fuels)	✓	✓	✓	✓	✓	✓			✓				
Climate change and desertification	✓	✓	✓	✓	✓	✓			✓				

Some key themes covered by sustainable development	ISCED Levels 2011												
	0	1	2	25	3	35	4	45	5	55	6	7	8
Personal and family health (e.g., HIV/AIDS, drug abuse)	✓	✓	✓	✓	✓	✓			✓				
Environmental health (e.g., food and drinking; water quality; pollution)	✓	✓	✓	✓	✓	✓	✓		✓				
Corporate social responsibility	✓	✓	✓	✓	✓	✓			✓		✓		
Production and/or consumption patterns	✓	✓	✓	✓	✓	✓			✓				
Economic growth and good jobs	✓	✓	✓	✓	✓	✓	✓		✓				
Rural/urban development	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓
Oceans and sea	✓	✓	✓	✓	✓	✓			✓				
Renewable energy	✓	✓	✓	✓	✓	✓			✓				
Sustainable cities and communities	✓	✓	✓	✓	✓	✓			✓				
Culture's contribution to sustainable development					✓								
Total	22	22	22	22	23	22	5		22	6	7	6	6
Other (countries to add as many as needed)													

Note: Your response will reflect the variety of ESD themes distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

The scoring key for this table (maximum 153 ticks; “other” categories not counted) is:

No. of ticks	0–9	10–16	17–39	40–75	76–112	113–153
Scale	A	B	C	D	E	F

Appendix I (b)

Indicator 2.1, sub-indicator 2.1.2

Please specify the extent to which the following broad areas of competence that support ESD are addressed explicitly in the curriculum³⁰ or programme of study at various levels of formal education, by filling in the table below. (Please tick (✓) relevant expected learning outcomes for each level. Use the blank rows to insert additional learning outcomes (skills, attitudes and values) that are considered to be key outcomes in your country in learning for SD.)

Table of learning outcomes

Competence	Expected outcomes	ISCED Levels												
		0	1	2	25	3	35	4	45	5	55	6	7	8
Learning to learn Does education at each level enhance learners' capacity for:	- posing analytical questions/critical thinking?	✓	✓	✓	✓	✓	✓	✓		✓				
	- understanding complexity/systemic thinking?	✓	✓	✓	✓	✓	✓	✓		✓				
	- overcoming obstacles/problem-solving?	✓	✓	✓	✓	✓	✓			✓				
	- managing change/problem-setting?	✓	✓	✓	✓	✓	✓			✓				
	- creative thinking/future-oriented thinking?	✓	✓	✓	✓	✓	✓			✓				
	- understanding interrelationships across disciplines/holistic approach?	✓	✓	✓	✓	✓	✓			✓				
	Total		6	6	6	6	6	6	2		6			
- other? (countries to add as many as needed)														
Learning to do Does education at each level enhance learners' capacity for:	- applying learning in a variety of life-wide contexts?	✓	✓	✓	✓	✓	✓	✓		✓				
	- decision-making, including in situations of uncertainty?	✓	✓	✓	✓	✓	✓			✓				
	- dealing with crises and risks?	✓	✓	✓	✓	✓	✓			✓	✓			
	- acting responsibly?	✓	✓	✓	✓	✓	✓			✓	✓			
	- acting with self-respect?	✓	✓	✓	✓	✓	✓			✓	✓			
	- acting with determination?	✓	✓	✓	✓	✓	✓			✓	✓			
Total		6	6	6	6	6	6	1		6	4			

³⁰ At the state level, where relevant.

Competence	Expected outcomes	ISCED Levels												
		0	1	2	25	3	35	4	45	5	55	6	7	8
	- other? (countries to add as many as needed)													

Competence	Expected outcomes	ISCED Levels												
		0	1	2	25	3	35	4	45	5	55	6	7	8
Learning to be Does education at each level enhance learners' capacity for:	- self-confidence?	✓	✓	✓	✓	✓	✓	✓		✓				
	- self-expression and communication?	✓	✓	✓	✓	✓	✓	✓		✓				
	- coping under stress?	✓	✓	✓	✓	✓	✓			✓				
	- ability to identify and clarify values?	✓	✓	✓	✓	✓	✓			✓				
	Total	4	4	4	4	4	4	2		4				
Learning to live and work together Does education at each level enhance learners' capacity for:	- acting with responsibility (locally and globally)?	✓	✓	✓	✓	✓	✓			✓				
	- acting with respect for others?	✓	✓	✓	✓	✓	✓			✓				
	- identifying stakeholders and their interests?	✓	✓	✓	✓	✓	✓	✓		✓				
	- collaboration/team working?	✓	✓	✓	✓	✓	✓			✓				
	- participation in democratic decision-making?	✓	✓	✓	✓	✓	✓			✓				
	- negotiation and consensus-building?	✓	✓	✓	✓	✓	✓			✓				
	- distributing responsibilities (subsidiarity)?	✓	✓	✓	✓	✓	✓			✓				
	Total	7	7	7	7	7	7	1		7				
- other? (countries to add as many as needed)														

Note: Your response will reflect the variety of ESD themes distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

The scoring key for this table (maximum 207 ticks; "other" not counted) is:

No. of ticks	0–11	12–21	22–53	54–105	106–156	157–207
Scale	A	B	C	D	E	F

Appendix I (c)

Indicator 2.1, sub-indicator 2.1.3

Please indicate the teaching/learning methods used for ESD at the different ISCED levels. (Please tick (✓) relevant teaching or learning methods for each level. Use the blank rows to insert additional teaching or learning methods that are considered to be key methods in your country in teaching and learning for sustainable development.)

Table of teaching-learning methods

Some key ESD teaching/learning methods proposed by the Strategy ^a	ISCED Levels												
	0	1	2	25	3	35	4	45	5	55	6	7	8
Discussions	✓	✓	✓	✓	✓	✓	✓		✓				
Conceptual and perceptual mapping	✓	✓	✓	✓	✓	✓	✓						
Philosophical inquiry		✓	✓	✓	✓	✓	✓						
Value clarification	✓	✓	✓	✓	✓	✓	✓		✓				
Simulations; role playing; games	✓	✓	✓	✓	✓	✓	✓						
Scenarios; modelling	✓	✓	✓	✓	✓	✓	✓						
Information and communication technology (ICT)	✓	✓	✓	✓	✓	✓	✓						
Surveys	✓	✓	✓	✓	✓	✓	✓						
Case studies	✓	✓	✓	✓	✓	✓	✓		✓				
Excursions and outdoor learning	✓	✓	✓	✓	✓	✓	✓		✓				
Learner-driven projects	✓	✓	✓	✓	✓	✓	✓						
Good practice analyses	✓	✓	✓	✓	✓	✓	✓		✓				
Workplace experience	✓	✓	✓	✓	✓	✓	✓		✓				
Problem-solving	✓	✓	✓	✓	✓	✓	✓						
Total	13	14	14	14	14	14	14		6				
Other (countries to add as many as needed)													

Note: Your response will reflect the variety of ESD themes distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

^a Please refer to paragraph 33 (e) of the UNECE Strategy for ESD.

The scoring key for this table (maximum 126 ticks; “other” not counted) is:

No. of ticks	0–8	9–42	43–53	54–76	77–98	99–126
Scale	A	B	C	D	E	F

Appendix II

Indicator 2.6, sub-indicator 2.6.1

Please specify to what extent ESD implementation is a multi-stakeholder process by filling in the table below. Please provide examples of good practice. *(Please tick (✓) in both tables (a) and (b) to indicate what types of education stakeholders are involved.)*

Table (a)

According to the UNECE Strategy for ESD

Stakeholders	Classification by UNECE Strategy for ESD		
	<i>Formal</i>	<i>Non-formal</i>	<i>Informal</i>
NGOs	✓	✓	
Local government	✓	✓	✓
Organized labour	✓		
Private sector	✓	✓	
Community-based	✓	✓	
Faith-based	✓		
Media	✓	✓	✓
Total	7	5	2
Other <i>(countries to add as many as needed)</i>			

The scoring key for this table (maximum 21 ticks; “other” not counted) is:

No. of ticks	0–1	2	3–5	6–10	11–15	16–21
Scale	A	B	C	D	E	F

Table (b)
According to United Nations Decade of ESD

Stakeholders	Classification by United Nations Decade of ESD				
	<i>Public awareness</i>	<i>Quality education</i>	<i>Reorienting education</i>	<i>Training</i>	<i>Social learning</i>
NGOs	✓	✓		✓	✓
Local government		✓			
Organized labour					
Private sector					
Community-based					
Faith-based					✓
Media	✓				
Total	2	2		1	2
Other (<i>countries to add as many as needed</i>)					

The scoring key for this table (maximum 35 ticks; "other" not counted) is:

No. of ticks	0–5	6–11	12–17	18–23	24–29	30–35
Scale	A	B	C	D	E	F

Appendix III

Indicator 3.1, sub-indicator 3.1.3

Please specify to what extent ESD is a part of the initial and/or in-service educator's training, by filling in the table below by ticking (✓) as appropriate.

ISCED levels	Percentage of education professionals who have received training ^a to integrate ESD into their practice																	
	Educators												Leaders/administrators ^b					
	Initial ^c						In service ^d						In service ^e					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
0. Early childhood education								✓										
1. Primary education								✓										
2. Lower secondary education								✓										
25. Lower secondary vocational education																		
3. Upper secondary education								✓										
35. Upper secondary vocational education																		
4. Post-secondary non-tertiary education																		
45. Post-secondary non-tertiary vocational education																		
5. Short-cycle tertiary education																		
55. Short-cycle tertiary vocational education																		

ISCED levels	Percentage of education professionals who have received training ^a to integrate ESD into their practice																	
	<i>Educators</i>						<i>Leaders/administrators^b</i>											
	<i>Initial^c</i>			<i>In service^d</i>			<i>In service^e</i>											
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
6. Bachelor's or equivalent level																		
7. Master's or equivalent level																		
8. Doctoral or equivalent level																		
9. No information available																		
Non-formal																		
Informal																		

^a Training is understood to include at least one day (a minimum of five contact hours).

^b See paras. 54 and 55 of the UNECE Strategy for ESD.

^c Please indicate the number of educators who have received initial training on ESD as a percentage of the total number of educators by the reporting date.

^d Please indicate the number of educators who have received training on ESD as a percentage of the total number of educators who received in-service teacher training by the reporting date.

^e Please indicate the number of leaders/administrators who have received training on ESD as a percentage of total number of leaders/administrators who received in-service teacher training by the reporting date.

The scoring key for this table (maximum 100%) is:

Percentage of educated trainers	0–5	6–10	11–25	26–50	51–75	76–100
Scale	A	B	C	D	E	F

Appendix IV

Summary and self-assessment by countries

Please specify the status of efforts to implement the sub-indicators listed in the table below by ticking (✓) as appropriate.

On the basis of the answers to the sub-indicators, please self-assess the status of the implementation of the respective indicator in your country. If feasible, please specify the methodology used for the self-assessment.

Indicator 1.1	Prerequisite measures are taken to support the promotion of ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
Indicator 1.2	Policy, regulatory and operational frameworks support the promotion of ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
Indicator 1.3	National policies support synergies between processes related to SD and ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
Indicator 2.1	SD key themes are addressed in formal education	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
Indicator 2.2	Strategies to implement ESD are clearly identified	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.3	A whole-institution approach to ESD/SD is promoted	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.4	ESD is addressed by quality assessment/enhancement systems	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.5	ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
Indicator 2.6	ESD implementation is a multi-stakeholder process	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
Indicator 3.1	ESD is included in the training of educators	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 3.2	Opportunities exist for educators to cooperate on ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
Indicator 4.1	Teaching tools and materials for ESD are produced	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 4.2	Quality control mechanisms for teaching tools and materials for ESD exist	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 4.3	Teaching tools and materials for ESD are accessible	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.1	Research on ESD is promoted	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.2	Development of ESD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.3	Dissemination of research results on ESD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 6.1	International cooperation on ESD is strengthened within the ECE region and beyond	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed

Annex II

Proposed timeline for reporting

The proposed timeline for the preparation and submission of national implementation reports set out below aims to facilitate the reporting exercise at the national level. Member States are asked to respect the deadline of 1 November 2018 to ensure sufficient time for the preparation of the report on progress in implementation during the first post-2015 phase of implementation of the Strategy at the regional level, and the reflection of any review of implementation in the discussions on education for sustainable development within the framework of the Steering Committee.

<i>National preparation process</i>	<i>Time required</i>	<i>Tentative timing</i>
First draft of the report	1 month	June 2018
Multi-stakeholder consultation on the draft	1–3 months	July-September 2018
Final report preparation (including translation, where required)	1 month	October 2018
Deadline for submission of national implementation reports to ECE		1 November 2018
